

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter reviews the theoretical literature related to the study matter, such as: the definition of motivation, the concepts of motivation, motivation in learning English as a foreign language, parental involvement towards acquaintance English for children, global practice in teaching EYL, and English for young learners. All of the content will be presented below:

1.1 The Definition of Motivation

Motivation supports us to make a decision in deciding something; our decision is properly influenced by our motivational state. Tohidi & Jabbari, (2012) define that motivation is the power to attain the top level of performance to resolve someone's desire without feeling any obstacles. Lai (in Raman et al., 2011) clarifies that motivation implicated a bunch of beliefs, responses, values, eagerness, and actions that are closely related. Al Othman & Shuqair (2013) explain that motivation can guide us to instigate our actions, directions, decisions, and answer our reason in doing something.

Motivation has received attention for educators and researchers as one of the power that affect to the successful purpose of learning a second language and foreign language. Liuolienė & Metiūnienė (2006) says that when the subject learners have the eagerness to learn a language, the motivation will come out into their mind and the language acquisition will occur smoothly. Shaheen; et al

(2013) forward that learning happens as a consequence of motivation, motivation will establish the essential output in the process of learning that is responded by our desire. Fatoni (2018) states that motivation is related to the reason that raises someone's motivation in doing something. William and Burden (in Fatoni, 2018) support that the stages of motivation can be divided into three stages that make the motivation appears towards something. The stages are:

Stage 1: Reasoning to undertake something.

Stage 2: Deciding to do something.

Stage 3: Maintaining the effort and keep consistent.

William&Burnen (in Fatoni, 2018) mention that at the first and the second stages may be involved with the initiation of motivation while the third stage concerns maintaining the motivation. At the first stage, an individual has a purpose in doing something that is influenced by internal and external factors; each individual has a divergent purpose. In the second stage, an individual tries to decide something that he makes with several considerations. In the third stage, an individual tries to maintain the effort that he undertakes as one of the steps to finalize his purposes in doing something.

2.2 The Concepts of Motivation

According to Gopalan et al., (2017) motivation is the fundamental of human's aspirations and achievements to attain a desired circumstance. Tohidi& Jabbari(2012) introduce that the concepts of motivation are distinguished into two concepts, there are:

2.2.1 Extrinsic Motivation;

According to Legault (2017), extrinsic motivation appears because of the recognition in society that makes us take any actions to get reward or income. Alshenqeeti(2018) note add that extrinsic motivation involves our effort in accomplishing our goal as the main trigger to receive a reward from our effort. For instance, parents encourage their children to learn English as early as possible with the reason they children have a better future carrier duetoEnglishbecomesa universal language.

2.2.2 Intrinsic Motivation;

Intrinsic motivation naturally comes from our inward. Legault (2017)perceives that intrinsic motivation leads us to do something that attracts our attention and makes us enjoy with the process without any encouragement from others. Alshenqeeti (2018)explain that intrinsic motivation acts as self-conscious in achieving our specific goal to touch our feeling satisfaction and enjoyment. For instance, someone loves listening to music for no particular reason.

The explanation above has shown that motivation is an essential characteristic in human's life to pursue their ambition. Hence, extrinsic motivation and intrinsic motivation are the keys to motivate humans in gaining their ambition.

2.3 Motivation in Learning English as a Foreign Language

English as a foreign language has approved as an international language for those who want to establish an international partnership in the sector of politic, education, arts, communication, etc. According to Al-Ta'ani (2018) observe that foreign language acquisition is a significant framework for the children to deal with an integration labor market in the future. Furthermore, Rathiga (2014) adds that the language that liberate as a universal language of communication is English. Consequently, Rathiga (2014) emphasizes that these days, learning English has become a mandatory and eagerness for the number of people to get a good job, expand social networks, and determine their social status. Besides, Shafaei&Nejati(in Al Othman & Shuqair, 2013) find that the motivation of learning English as a second language leads the people to expand their career in the globalization sector as the principle of self-identity.

Al Othman & Shuqair (2013) define that in establishing English language proficiency for English learners, the attitudes of educators and learners are the central features to increase effective learning in many educational institutions. Hence, the attitude demands English language teachers to conceive the inadequate of the students in order to set up appropriate strategies of English instruction as one of the strategies to motivate and develop language learners' ability in their environment (Klemens in Al Othman & Shuqair, 2013).

Gardner & Lambert (in Rathiga, 2014) observe that motivation in foreign language acquisition comprises into two categories; Instrumental motivation and Integrative motivation. Firstly, Gardner and Lambert (in Rathiga,

2014)express that instrumental motivation comes because of the opportunity in the social and economic level. Secondly, Challak&Kassaian(in Al-Ta’ani, 2018) perceive that integrative motivation proposes learners to be interested in the society, the culture, and the desires to communicate with the user of the foreign language itself. Dickinson (in Al Othman & Shuqair, 2013)says that the instrumental motivation and integrative motivation generates to the “intrinsic” and “extrinsic” which learners use in learning setting as the level of self-determination.

2.4 Parental Involvementtowards Acquaintance English for Children

These days, many parents are eager to encourage their children in learning English at an early age. Wati(2016) states that many parents want to approach English as early as possible to their children due they expected that their children would get better exposure in English. Alsairi(2017)tells that introduction a new language at an early age has the advantage for children to adapt with people from various countries, cultures, geopolitical, and geographical backgrounds that the children face later on.

Parental involvement to supporting children in learning English is an important core for the successful acquisition in learning English at an early age. Ying & Chun (2016) explain that the parents give various ways to support their children in learning English, such a help their children to accomplish their homework, contract strong friendship with teachers, and boost them in second language learning. Wati (2016) clarifies that the accomplishment of learning

English as a foreign language can be seen from the environment that the children grow in and the economic level of parents' income.

In addition, Wati(2016)observes that some parents recognized their English ability were not enough to pursue their children to learn English without assisting it by taking their children to the English courses, entree their children to bilingual school, facilitated their children to the private English teacher, and supported their children to learn English by boosting them to the voluntary program which sometimes the program is free for the children who want to learn English. Wati(2016)defines that the parents who have high-income espouse their children to the English courses and joined their children to the international education institution. Contrary to the high parents' income, Wati (2016) defines that some parents who have low-income strongly encouraged their children to learn English by involving others to help them.

Overall, there are many ways for parents to acquaintance English to the children. Yet, the economic level of family income and the social circle where the children raise in may determine children's achievements in constructing English at an early age.

2.5 Global Practice in Teaching English for Young Learners

Recently, English for young learners program widely approach a lot of educational institutions around the world, especially in pre-primary or primary school (elementary). Sayer(in Copland & Garton, 2014)says that the rationale of English for young learners program raises due to the perception specifies

that introducing English at young age will generate the best output for children to deal with the value of the environment beyond to their homeland. Raman et al(2011)state that the populations of English language learners are broadly increased by considering that English is used across the world for business, industry, technology, and travelling.

According to Liu & Reynolds (2019)nowadays, the widespread introduction of English for Young Learners in primary school has been explained as the world's fundamental policy development in education. Liddicoat (2014)states that the language policy to introduce English for young learners in primary school has dissociated between macro and micro level, the explanation of those levels are explaining below:

2.5.1 Macro Level Factors

Obaidul Hamid & Nguyen (2016)view that the terms of macro-level approaches to the strategy and social change, such as teacher identity, the implementation of identity construction, and government policy in the educational system. Copland & Garton (2014)state that the government has various policies to regulate language learning system that generates different policies from one country to another country.

For instance; in Japan, the government implements language policy to introduce foreign language by integrating an activity of foreign language and culture as a part of international comprehending instead to integrate teaching language learning itself and the activity makes the teachers distress in

interpreting the policy (Garton et al., 2013). Furthermore, Y. Hu (in Garton et al., 2013) reveals that the Chinese government's policy gradually starts to introduce English in primary schools by reaching coastal and inland areas but the finding is not reached due to educational inequality.

The regulation of language policy is not only investigating the term of macro-levels, but the economic level in family income is also including to macro-levels. As Enever, et al (in Garton et al., 2013) perceive that parents who have good incomes prefer to enroll their children to the private English school or facilitate their children to the English private course.

In nutshell, the exploration of macro-level factors has extended the policy of education system that control by the government and social circle of approaching English at primary school. The significance of discussing macro-level factors expresstothe background of the educators in the field of their teaching work at primary school. Macro-level factors are also affecting the factors of teaching and learning activities in the classroom which is called by Micro-level factors.

2.5.2 Micro Level Factors

Liddicoat & Taylor-Leech (2014) say that micro-level factors assist to comprehend the language policy as the pedagogy for determining language implementation and the arrangement of teaching language plan in the local practice area. Garton et al(2013) observes micro-level factors are differences into several factors, there are:

1. Consideration of language teaching

Teaching English for Young Learners requires the teacher to create an appropriate approach since young learners have special characteristics. Raman et al (2011) views that the strategy of FLEX (Foreign Language Exploratory or Experience) is one of the strategies that familiarizes the children to the new languages and culture through music, song, and story that represent the numbers, colors, and greetings in a foreign language then makes the children have self-awareness of various languages and cultures.

2. Teacher training in teaching EYL

The preparation of English teachers for teaching English to young learners is considerably emphasized. Garton et al(2013) point out that the way to facilitate teachers training in teaching EYL can be done by giving workshop, conferences, and seminars which concerns the English language teachers for young learners both from nationally and internationally. (Garton et al(2013)add that the teachers have a lot of opportunities for sharing ideas and experiences regarding to their teaching fields in EYL.

3. Teachers ability to English proficiency

Raman et al(2011) emphasize that the real issue of teachers' lack of proficiency in spoken English does not become the major issue due their ability seems adequate for teaching English for young learners, the teachers just need to improve their self-confident when using English. Raman et al (2011) add that in some countries, such as China, Korea, and Taiwan the

presences of technology and multimedia are useful for the teachers who have the weakness in English proficiency to assist them in teaching and learning activity.

4. Classroom management

The effectiveness of the classroom management context organizes the structure for superlative learning. Evertson (2013) notes that the atmosphere of attractive classroom management creates an energetic learning that makes the students always enjoy in the classroom and it impacts students' activeness and achievement. As Kang Shin (2006) states that the teachers at least attempt to use English as an instruction language to organize the repetition activities in the classroom such as starts the lesson by singing a song that the students are familiar with.

5. Assessment

In academic rules, assessment assists the teachers to measure students' ability, comprehending, and their achievement in the lesson. Tanyer & Susoy(2018)view that young learners' assessment is different than adults due to young learners has not entirely developed literacy skills yet to accomplish lots of paperwork. In designing an appropriate assessment for young leaners the test must take into the cognitive, social, and emotional development that leaves to the positive experience for young learners (Shaaban, 2005).

6. Materials and resources

Materials and resources are defining as the guideline to support the process of English language teaching that the teachers set at the first stage of early education. Stec(2015)perceives that all kinds of materials for young learners comprise of worksheet and course book that expands to the environment, culture, and necessary. Ghosn(2018)says that the materials to support young learners in learning English, consists of workbooks, flashcards, posters, videos, worksheets, etc. Furthermore, Cameron, et al (2018) add observe that the implementation of resource must be purposeful, real communicative value activities, and experiential learning beyond to rhymes, songs, chants, and games.

2.6 English for Young Learners

Johnstone(2018)clarifies that young learners are the pupils who learn English in the pre-primary or elementary school in around six to ten or eleven years of age which English becomes an additional language or English as a second language of their country. In teaching English to young learners the teachers must consider that the strategy of teaching English to young learners is absolutely different that teaching English to adults. Bo, et al (2018) observe that the maturity scale between young learners and adults can be seen from different cognitive, psychological, and affective levels. Orsel & Yavuz(2017)young learners have a short attention that puts educators to be competent to handle an attractive activity to keep their attention on the subject.

2.6.1 The Characteristic of Young Learners

As we can recognize that the strategy to teach English to young learners has distinctive way due to young learners have different needs, abilities, and cognitive skills that engage them learn English through an enjoyable activity. Hamer (1987) indicates that young learners learn English differently than adults as follow:

- a. They learn everything around them instead focus on the precise topic that they have seen.
- b. Their comprehending arises from what they see, hear, and direct interaction with the thing itself.
- c. They have an abstract concept to grasp the material, for instance the rules of grammar difficult to understand.
- d. They need attentiveness from teachers.
- e. They do really intrigue learn something about the world around them.
- f. They have a very brief attention span, except the activity engage them to the interesting activity.
- g. Their own lives are the main topic in the classroom, they are eager to talk about themselves.

Scot & Ytreberg (1993) differentiate young learners into two group based on their ages. The first groups are the children from five to seven years old; those are in the beginner level. The second one are the children from eight to ten years old who still as beginners and they are usually starting to learn foreign language. There are some differences between the

five to seven years old group and eight to ten years old group, those differences are explaining below:

Five to Seven years old:

- a. They can tell what they do at the moment.
- b. They can tell something that they have accomplished and heard.
- c. They can make plans for activities.
- d. They can complain something to the teachers.
- e. Their logical reason is working.
- f. They can use their vivid imaginations.
- g. They can use a wide range of intonation patterns in their mother tongue.
- h. They can comprehend direct interactions.

In contrary, the children who in the ages eight to ten years old are mature children with both adult and childish side too. These characteristics are referring below:

- a. Their critical thinking is formed and they have their own views regarding to the world.
- b. They can distinguish between tangible and fictional.
- c. They love to explore a lot of questions.
- d. They start to learn about righteousness and wondering teachers' decision in the classroom.
- e. They are able to work as a team in the classroom (cooperation).

- f. They are able to convey their reason for something they and do not like.

2.6.2 Material for Teaching English to Young Learners

The implementation of acquiring English to young learners demands the teachers to regulate an appropriate pedagogy, instructional materials that include to the course book and any materials used in the classroom. Ghosn(2018)tells that the materials herein states as workbooks, flashcards, posters, cassettes, CD-ROMs, videos, dictionaries, worksheets, and supplementary readers, etc. Furthermore, Richard &Amanto(2018) convey that the material for teaching English to young learners should consider relevant topics, attracting, and meaningful to pupils which integrated their skills to comprehend the meaning of the language. In concise, the improvement of teaching material for young learners will present plenty of opportunities in creating purposeful, contextualized activities and experiential learning through rhymes, songs, chants, and games as well as interesting content (Cameron et al ., 2018)

2.6.3 English for Young Learners at UMM

English for Young Learners (EYL) course is one of the elective courses among American Studies, Business English, and Translation in English Language Education Department at University of Muhammadiyah Malang. EYL course is provided in two sections which are EYL I and EYL II. EYL I commences when the students in the sixth-semester who have chosen the EYL course as their elective course. In EYL I, the students prepare themselves to

teach English for Young Learners for the next semester by learning the methodologies, strategies, and the design of the lesson plan. Meanwhile, EYL II commences in the seventh-semester which required the students to perform their ability to teach English for young learners in EYL program.

The teachers of EYL program are familiarly called by the student-teachers. Before EYL program runs the student-teachers are contributed the brochure of EYL program through social media as one of effective ways to promote EYL program.

The pupils who interest to join EYL program come from the elementary schools around Malang, East Java. EYL program facilitates the pupils from the first grade up to sixth grade. The student-teachers are divided into six groups, each groups consists of five up to six people who responsible to handle and teach one class regarding to the grade that has already chosen by the lecturer.

In addition, the main preparation before teaching and learning activities in EYL program arises the student-teachers decorate the classroom as creative as possible to make the pupils are excited and enjoy in the classroom. The guideline material in teaching EYL adopts from thematic book. Thematic book assists the student-teachers to create the lesson plan based on their creativity. EYL program encourages the student-teachers deliver teaching and learning activities with the fun way, such as play games, sing a song along to physical movement, and sometimes invite the pupils to have outdoor classes.